

Chapter 10 Using Language

Section One: Chapter Teaching Guide

PART ONE: TEACHING OBJECTIVES

在学完这一章后，学生应该能够：

- 解释在演讲中正确使用语言的重要性。
- 了解演讲者为做到语言清晰可以使用的三种方法。
- 了解演讲者如何可以通过语言的形象性和韵律性来生动地表达思想。
- 解释为什么要使用包容性语言，以及使用包容性语言的四种方法。

PART TWO: TEACHING SUGGESTIONS

I. 语言要准确 (Using Language Accurately)

➤ 知识概述

准确地使用语言对于演讲者来说是至关重要的，因为用词不当或不准确会引起不必要的误解。保证语言的准确性对于外语学习者来说是一个很大的挑战，教师应提醒学生必须认真地了解词语的外延意义和内涵意义，以及同义词之间细微的差别。差之毫厘，谬之千里。建议学生经常使用同义词词典。

➤ 教学策略

可以布置学生在课下准备一组比较难于区分的同义词，并用每一个词造一个句子来说明这些同义词之间的区别。布置学生把写好的句子带到课堂上来，组织学生在课堂上分组讨论这些同义词及其正确的用法，最后每个组向全班推荐一组最有帮助的同义词例句。

➤ 练习安排

- 教师用书本章 Section Three: Teaching Resources 中的 Additional Exercises and Activities 1 and 3

II. 语言要清晰 (Using Language Clearly)

➤ 知识概述

有三种方法可以帮助演讲者做到语言清晰：（1）使用听众熟悉的词语；（2）选择实词；（3）排除赘词。

使用听众熟悉的词语 (Use Familiar Words)

要想使语言清晰，就要避免使用大词和难词，而多使用小词和易懂的词。有些学生可能会觉得使用大词和难词能体现自己的英语水平高，并且会给听众留下深刻的印象，而事实上，这是一个认识的误区，这样做的结果可能适得其反。另外，有时使用专业技术性词语也会造成语言障碍。

选择实词 (Choose Concrete Words)

实词的意义具体、明确、易懂，所以使用实词能使语言清晰。相比之下，虚词比较抽象，词义也不太易于把握，很容易造成语言表达上的含糊不清。当然，词语从抽象到具体是一个递进的过程，所以不存在绝对的抽象或具体。下面这两组例子可以帮助说明这个递进的过程。

art form		abstract/general
music		
instrumental music (器乐)		
Silk and Bamboo Ensemble (丝竹乐)		
<i>Rainbow Skirt Song</i> (《霓裳曲》)	↓	concrete/specific

entertainment		abstract/general
movies		
dramas		
romances		
<i>In the Mood for Love</i> (《花样年华》)	↓	concrete/specific

排除赘词 (Eliminate Clutter)

要使语言简明扼要，首先要排除赘词，尤其要杜绝多余的形容词和副词。初学演讲的学生会以为罗列意思相近的形容词可以增强语言的表现力，事实上这样做反而会冲淡重点词语的表现力。要想清除赘词要先学会识别赘词，下面的例文可以帮助说明如何识别赘词。

As one of Peking Opera's ~~most famous~~ leading actors of female roles, Mei Lanfang ~~spent his~~
~~stage life portraying~~ elegant ladies and lively girls in over one hundred fifty plays. Mei was born in
~~portrayed~~
 Beijing in ~~the year~~ 1894 and started ~~the first part of~~ his acting career at the age of seven ~~years old~~.
 Performing in his own original ~~and innovative~~ style of singing, dancing, and costume, he ~~succeeded~~
~~in developing~~ the "Mei School" of Peking Opera. He ~~made tours around~~ the world with his troupe
~~developed~~ ~~toured~~
 and was the ~~very~~ first artist to introduce Peking Opera to an overseas audience. A tireless performer,
 he appeared in a new play as a brave ~~and courageous~~ female warrior ~~a short period of time before~~
~~shortly~~
 his death in 1961. Today the "Mei School" of art ~~is still in existence and~~ continues to enrich the
 cultural life of Peking Opera fans around the globe.

➤ 教学策略

先将学生分成几个小组，每个小组都是一个假定的失物招领处，每个小组成员都要向招领处如实详细地描述自己丢失的物品。在描述中要求使用实词，尤其是具体名词和形容词。

丢失的物品可以是书包、手机、外衣、钱夹、手提电脑、乐器等。物品丢失者要清楚地说明所丢物品的名称、品牌、颜色、大小、新旧、特点，以及与之一起丢失的其他物品。可提醒学生在必要的情况下，小组成员之间应互相提示一些相关的英语表达，以免词汇量不够的同学无法完成练习。在每个小组成员都结束描述后，每组推荐一名同学参加全班的描述丢失物品微型演讲比赛，最后由全班选出一个优胜者。

➤ 练习安排

- 课本第 150 页 Exercises for Thinking and Speaking 1 and 2
- 教师用书本章 Section Three: Teaching Resources 中的 Additional Exercises and Activities 1-4

III. 语言要生动 (Using Language Vividly)

➤ 知识概述

要做到语言生动，使用修辞手段是必不可少的。本章介绍了两大类修辞手段：形象和韵律。

形象 (Imagery)

人们在读小说时常常会被其中的描述所吸引，这是因为小说的作者用文字描述了一幅幅栩栩如生的图画，在这些文字图画里读者好像真的看到了红墙、绿树、白篱笆，听到了鸟儿在鸣啭，看到了孩子在嬉戏，老人在下棋。

演讲者也可以用同样的手段来形象、生动地表达自己的思想和想法。有三种方法可以使语言富有形象性，即使用实词、明喻和暗喻。

实词 (Concrete Words): 前面提到过，使用实词可以使语言清晰、明确、易懂。除此之外，使用实词还可以使语言形象、生动。课本在讲解实词的作用这一节中提到了一篇关于敦煌莫高窟的演讲，其中所选取的演讲片段是通过使用实词为语言增添形象的范例。演讲者用语言生动地描绘了戈壁滩流沙下面掩藏了 1700 多年的石窟里的瑰宝——壁画、雕塑和藏书。

在下面给出的这个例子中，演讲者通过使用实词为听众真实、生动地描绘了另一番令人难忘的情景。这是英国女作家多丽丝·莱辛 (Doris Lessing) 作为 2007 年诺贝尔文学奖得主所作的获奖致辞的开篇语。

I am standing in a doorway looking through clouds of blowing dust to where I am told there is still uncut forest. Yesterday I drove through miles of stumps, and charred remains of fires where, in '56, there was the most wonderful forest I have ever seen, all now destroyed. People have to eat. They have to get fuel for fires.

This is north-west Zimbabwe in the early eighties, and I am visiting a friend who was a teacher in a school in London. He is here "to help Africa," as we put it. He is a gently idealistic soul and what he found in this school shocked him into a depression, from which it was hard to recover. This school is like every other built after Independence. It consists of four large brick rooms side by side, put straight into the dust, one two three four, with a half room at one end, which is the library. In these classrooms are blackboards, but my friend keeps the chalks in his pocket, as otherwise they would be stolen. There is no atlas or globe in the school, no textbooks, no exercise books, or biros. In the library there are no books of the kind the pupils would like to read, but only tomes from American universities, hard even to lift, rejects from white libraries, or novels with titles like *Weekend in Paris* and *Felicity Finds Love*.

There is a goat trying to find sustenance in some aged grass. The headmaster has embezzled the school funds and is suspended, arousing the question familiar to all of us but usually in more august contexts: How is it these people behave like this when they must know everyone is watching them?

实词表达的是人们看得见、听得见、摸得到、闻得到、品得到的事物，所以实词能够唤起听众对事物的想象。在上面的这段演讲词中，莱辛不但让听众了解到 20 世纪 80 年代初津巴布韦的贫穷、落后、愚蛮和腐败，同时她的描述还使听众感到她当年目睹的情景似乎就在眼前——被滥伐和烧毁的森林、破败的校舍、残缺的教学设备、匮乏的教材和落后的教具。

明喻 (Simile): 使用明喻可以使语言形象、生动。明喻将两个在本质上不同，而却有着相似之处的事物做一个显性比较，在结构上明喻包含 like 和 as，例如：

An able man in this world, like an awl kept in a bag, quickly shows himself. (Sima Qian, *Records of the Grand Historian* • Lord Pingyuan, "Mao Sui Recommends Himself")

Such is the prestige of the Nobel Award and of this place where I stand that I am impelled, not to speak like a grateful and apologetic mouse, but to roar like a lion out of pride in my profession and in the great and good men who have practiced it through the ages. (John Steinbeck)

建议教师提醒学生要注意避免使用一些已经过时的固定的明喻词组，比如：as proud as a peacock, as stubborn as a mule, as dull as dishwater 等等。

暗喻 (Metaphor): 同样，使用暗喻也可以使语言形象、生动。暗喻将两个在本质上不同，但却有着相似之处的事物做一个隐性比较，暗喻在结构上不包含 like 和 as，例如：

Your handshake came over the vastest ocean in the world—25 years of no communication. (Zhou Enlai)

For our part, we welcome this new Pacific tide. Let it roll peacefully on, carrying a two-way flow of people and ideas that can break down barriers of suspicion and mistrust and build up bonds of cooperation and shared optimism. (Ronald Reagan)

有效地使用暗喻能使抽象的意义具体化，有助于描述不被人所了解的事物，并且能增强语言的情绪感染力。

韵律 (Rhythm)

词语的特别选择和排列可以使语言有节奏感。有时演讲者也可以像诗人那样运用语言的韵律来增强词语的表现力。当然，形式永远要为内容服务，强调语言韵律性的前提是所选用的韵律性手段要有助于内容的表达。这里介绍四种常用的韵律性修辞手段：排比、重复、头韵和对照。

排比 (Parallelism): 排比指的是用相似的结构把一对或一系列词语、词组或句子排列在一起，例如：

It was an amazing privilege—and though I left early, I was transformed by *my years at Harvard, the friendships I made, and the ideas I worked on.* (Bill Gates)

Failure gave me an inner security that I had never attained by passing examinations. Failure taught me things about myself that I could have learned no other way. (J. K. Rowling)

与普通句式相比，排比句式更加铿锵有力，清晰协调。如果把上面的排比句式换成普通句式，就不难看出二者之间的明显差异。

重复 (Repetition): 重复指的是在连续的句子或词组的开头或结尾强调同一个或同一组词语，例如：

I have not come to China to hold forth on *what* divides us, but to build on *what* binds us. (Ronald Reagan)

Diana was the very essence *of* compassion, *of* duty, *of* style, *of* beauty. (Earl of Spencer)

可以看到，重复会自然形成排比结构。重复可以使语言产生很强的节奏感，并且能将一系列的想法有机地组合在一起。通过重复来强调一种想法也有助于制造强烈的情绪感染的效果。

头韵 (Alliteration): 头韵是指在一个句子里相邻或相近的单词中重复使用同一个辅音做开头音，例如：

Africa's development *dis*proves the *dis*torted and widespread image of our continent as a sea of undifferentiated poverty. (Kofi Annan)

The ancient commission of the writer has not changed. He is charged with exposing our many grievous faults and failures, with dredging up to the light our *dark* and *dangerous* dreams for the purpose of improvement. (John Steinbeck)

这个句子里有四组头韵：changed/charged, faults/failures, dredging/dreams, dark/dangerous。

通过突出一些词语的声音，头韵可以引起听众的注意力，并且容易让听众熟记。适度地使用头韵可以大大地给演讲增色，但如果使用得过多，就会显得可笑，并且会引起过多的注意，从而影响听众对演讲内容的理解。

对照 (Antithesis): 这种修辞手段是有意识地把意义相对的词语放在对称的结构中，形成对照。使用对照这种修辞手段会给演讲增添一种特别的风格。例如：

People the world over have always been more impressed by the power of our example than by the example of our power. (Bill Clinton)

Your success as a family, our success as a society, depends not on what happens at the White House, but on what happens inside your house. (Barbara Bush)

➤ 教学策略

给学生 5-10 分钟时间造两个句子，在第一个句子里要用明喻来形容一个地方（例如：The West Lake in Hangzhou is like Xishi, a great beauty in ancient China.），第二个句子用明喻来

形容一个人物（例如：My niece is like a lovely doll in her little pink dress）。请每个学生向全班宣读自己完成的句子，然后请其他同学点评句子的效果。

➤ 练习安排

- 课本第 150-151 页 Exercises for Thinking and Speaking 3, Public Speaking in Your Career

IV. 语言要得体 (Using Language Appropriately)

➤ 知识概述

有些学者认为，语言的得体性是跨文化言语交际的最高准则。本章着重强调演讲的语言必须适合于听众、适合于演讲的话题、适合于演讲者本身。

对非专业听众应尽量避免使用技术性词语，比如，对没有国际商法专业知识的听众应避免用 *force majeure*（不可抗力）这个专业术语，而改用 *uncontrollable event*；再比如，如果听众没有植物学的专业知识就不会知道 *Cynoglossum amabile* 指的是什么，但演讲者如果说 *Chinese forget-me-not*，听众就会知道这指的是勿忘我花。

演讲的语言风格要根据演讲的目的进行调整，比如，演讲者如果想为听众介绍数码照相机的功能、特点和使用方法，就没有必要在演讲中使用任何修辞手段，但演讲者如果想动员听众为灾区捐款，那么像比喻、排比、对照等修辞手段就会增强说服的效果。

无论是什么样的场合、听众、话题，演讲者都要保持自己的语言风格。当然，个人的演讲语言风格不是一朝一夕就能形成的，要经过不断地摸索和练习。经常阅读或收听出色的演讲会有助于培养个人的语言风格。

➤ 教学策略

教师可以准备一些专业术语发给学生，给学生 5-10 分钟的时间与邻座和前后桌的同学简单讨论一下这些词语的基本定义，然后请几位自愿发言的学生用听众熟悉的词语来解释这些专业术语的意思。如果发言者的解释不准确或不完整，其他同学可予以纠正或补充。这个课堂练习的主要目的是让学生用听众熟悉的语言来准确、清楚地讲解专业性较强的概念，使专业术语变得通俗易懂。要求学生必须用英语完成这个练习。

➤ 练习安排

- 课本第 150 页 Exercises for Thinking and Speaking 2

V. 语言要有包容性 (Using Language Inclusively)

➤ 知识概述

在当今多元化的世界，语言的包容性格外重要。无论在什么样的场合，演讲者都应该使用包容性语言（*inclusive language*），尊重世界上不同的文化和种族群体，避免任何形式的偏见。下面是使用包容性语言必须遵守的一些原则。

避免把“**He**”当作男性和女性的统称（**Avoid the Generic “He”**）。可以用“**he or she**”，或者用复数的“**they**”，也可以完全避免用人称代词，例如：

Ineffective: Everyone who attends the event has to submit his writing sample.

More Effective: Everyone who attends the event has to submit his or her writing sample.

More Effective: Everyone who attends the event has to submit a writing sample.

Ineffective: It is unethical for a doctor to disclose any confidential clinical information without his patient's consent.

More Effective: It is unethical for a doctor to disclose any confidential clinical information without a patient’s consent.

避免用 “Man” 作为男女的统称（**Avoid Using “Man” When Referring to Both Men and Women**）。

Ineffective: All the submarine crewmen were killed during the operation.

More Effective: All the submarine crewmembers were killed during the operation.

避免由工作和社会分工引起的性别歧视（**Avoid Stereotyping Jobs and Social Roles by Gender**）。现在男女平等，各行各业都有女性的参与，不能想当然地认为只有男性才能从事某些行业的工作。不过，人们潜意识里的偏见有时也会导致语言的歧视性。以下面的句子为例：

Ineffective: Policemen have extremely stressful jobs.

More Effective: Police officers have extremely stressful jobs.

Ineffective: An elementary school teacher is responsible for assisting her pupils with educational and emotional development.

More Effective: Elementary school teachers are responsible for assisting their pupils with educational and emotional development.

Ineffective: Air hostesses are on board a plane for the safety, welfare, and comfort of their passengers.

Effective: Flight attendants are on board a plane for the safety, welfare, and comfort of their passengers.

有些英文词语本身就存在性别区分，为使语言得体，建议用中性词语取代有性别标记的词语。教师若需要更多的有性别标记和无性别标记的词语的例子，可以参照下表：

Examples of Gendered and Gender-Neutral Words and Expressions

Gendered Expressions 有性别标记的词语	Gender-Neutral Expressions 无性别标记的词语
businessman	business person
crewman	crew member
chairman	chair person
delivery man	delivery person
fireman	fire fighter
foreman	Supervisor
gentleman’s agreement	informal agreement
policeman	police officer
postman, mailman	postal worker, mail carrier

salesman	sales representative
self-made man	self-made person
spokesman	spokesperson
steward, stewardess	flight attendant

有时也可以通过调整句子结构来避免使用歧视性语言，例如：

Ineffective: During an economic downturn, housewives have to cut down on grocery bills.
More Effective: During an economic downturn, homemakers have to cut down on grocery bills.
More Effective: During an economic downturn, people need to cut down on grocery bills.

使用群体自己接受的名称（**Use Names That Groups Use to Identify Themselves**）。

Ineffective: Peasant migrant workers and their families continue to experience prejudice among urban dwellers.
More Effective: Rural migrant workers and their families continue to experience prejudice among urban dwellers.

Ineffective: Fat people are at risk for a lot of health problems.
More Effective: Overweight people are at risk for a lot of health problems.

虽然中国的主流媒体都使用“农民工”这一表达方式，但在英语中 *peasant* 一词有着明显的贬义，所以应改用意义中性的 *rural* 一词。

➤ 练习安排

- 教师用书本章 Section Three: Teaching Resources 中的 Additional Exercises and Activities 5

Section Two: Textbook Exercises

PART ONE: EXERCISE FOR THINKING AND SPEAKING

(from text page 150)

- List the three major aspects of language usage that you most want to improve upon when giving speeches in English. Explain specific steps you can take to achieve each objective.

Teaching Note

这个练习主要是启发学生认真地思考自己在英语语言运用方面的一些问题，并找出克服这些问题的具体方法。比如，有的学生词汇量不够或者对词义的辨析有困难，有的学生在英语的表达上力不从心。总之，每个学生都会有自己的具体困难和问题。但无论学生打算采取怎样的方法来克服困难或解决问题，都应首先考虑加强英语课外阅读，积累语言知识和体验。

2. Write a 1–2 minute speech in which you use the resources of language discussed in this chapter to describe a scene or to capture an emotion. Present your speech in class. Possible topics include:

a scene at sunset	my happiest moment
walking in the mountains	my worst experience
life in the city	my favorite person
any special location	my greatest goal

Teaching Note

这个短小的演讲作业主要用来练习学生使用实词的能力。实词可以激发听众在感官上的想象力，使听众不知不觉进入到演讲者所描述的境界。从某种意义上来说，使用实词就像用词语来绘画，演讲者可以通过使用词语图画来吸引听众的兴趣和注意力。

3. Analyze Martin Luther King’s “I Have a Dream,” which is available online. Identify the methods King uses to make his language clear, vivid, and appropriate. Look particularly at King’s use of familiar words, concrete words, imagery, and rhythm.

Teaching Note

在课堂上分析马丁·路德·金的《我有一个梦想》效果往往非常好。演讲文本详见教师用书本章附录。因为它是名篇，学生都很盼望读到这篇演讲。另外，这篇演讲的长短适中，可以用一堂课的时间对这篇演讲作一个完整的分析。金在这篇演讲中使用了大量的修辞手段，学生在分析的过程中可以尝试识别这些手法，并且体会金如何通过语言的运用来清晰、生动地表达自己的思想。建议教师将演讲文本以电子版形式或者打印出来发给学生，布置学生在课下阅读分析这篇演讲，然后将阅读体会和分析的结果带到课堂上来讨论。同时也建议教师在网上搜寻一下这篇演讲的录像，在课堂讨论之前，可以先给学生播放录像。有机会播放录像的教师可以组织学生分析金是怎样通过精湛的演示技巧来增强语言的表现力和影响力。

Detailed Analysis

Specific Purpose:

To reinforce the commitment of the audience to the principles of the nonviolent civil rights movement.

Central Idea:

By continued nonviolent protest, African Americans will achieve their full citizenship rights.

Method of Organization:

Topical

Introduction:

The opening sentence constitutes the introduction of King’s speech. Such a brief introduction is unusual, but it was appropriate in King’s situation. The audience had been waiting all afternoon to

hear King speak. He did not need any special devices to secure their attention or to build his credibility. The speech might have been improved by an explicit preview statement, but the opening paragraph implies that King will focus on the meaning and importance of “the greatest demonstration for freedom in the history of our nation.”

Body:

Section One (paragraphs 2–8): King addresses the nation at large and develops two subpoints. In paragraphs 3–6 he bemoans the “shameful condition” of American blacks, who still face poverty, segregation, and discrimination 100 years after the Emancipation Proclamation. In paragraphs 7–8 King reminds the nation of “the fierce urgency of now” and warns that continued protest will “shake the foundations of our nation until the bright day of justice emerges.”

Section Two (paragraphs 9–14): King speaks primarily to his followers. He develops four subpoints: (1) In paragraphs 9–10 he urges black Americans to maintain their commitment to nonviolent methods of protest. (2) In paragraph 11, which received more applause than any other part of the speech, he reaffirms the need for blacks and whites to work together for freedom and equality. (3) In paragraph 12 he again stresses that African Americans cannot be satisfied until their grievances are resolved. (4) In paragraphs 13–14 he acknowledges that many African Americans have suffered “trials and tribulations” in their quest for freedom, but he urges them to keep the faith that their situation “can and will be changed.”

Section Three (paragraphs 15–21): King dramatizes his dream of all Americans living in freedom and brotherhood. This is the most famous section of the speech, but the ideas were not new. King had said much the same thing, including repetition of the phrase “I Have a Dream,” in a speech in Detroit two months earlier.

Section Four (paragraphs 22–29): Here King reaffirms his belief that “we will be free one day.” He recites the first verse of the song “My Country ’Tis of Thee,” builds into the series of sentences beginning with “Let freedom ring” (also from “My Country ’Tis of Thee”), and then moves into the emotionally charged final paragraph.

Conclusion:

“I Have a Dream” is one of those speeches in which it is almost impossible to identify a discrete conclusion. The speech builds steadily to the powerful closing lines without a discernible shift from body to conclusion. The important question when judging a speech is not “Does the speech have a conclusion?” but “Does the speech conclude effectively?” In King’s case, the answer to the latter question is unequivocally yes.

Language:

The most important feature of King’s language is his use of familiar, concrete words. From beginning to end, he relies on words and phrases that create sharp, vivid images: “flames of withering injustice,” “manacles of segregation and chains of discrimination,” “sunlit path of racial justice,” “whirlwinds of revolt,” “heightening Alleghenies of Pennsylvania.” This kind of language helps King make tangible the abstract principles of liberty and equality.

This is best seen in the dream section (paragraphs 15–21). Dreams are visual phenomena, and King’s “dream” is strikingly visual. Instead of talking in vague terms about the ideals of freedom and justice, he makes those ideals concrete. Listening to him, we can almost see the sons of former

slaves and the sons of former slave owners sitting down together on the red hills of Georgia. We can feel the sweltering heat of Mississippi and the cool breezes of the oasis of freedom and justice it will become. We can picture little black boys and black girls joining hands in Alabama with little white boys and white girls. By making his dream so vivid, King communicates it much more effectively than he could have through abstract language.

King's speech is also notable for its heavy use of metaphor. Most obvious is the extended metaphor of the "promissory note" or "bad check" in paragraphs 4–6, but there are also a number of brief metaphors scattered throughout the speech (see especially paragraphs 2–3, 7–9, 13, and 22) as well as two similes in paragraph 2.

It is important to note that most of the metaphors and similes occur in pairs and are arranged to emphasize progress from a negative condition to a positive condition. For example: "It came as a joyous daybreak to end the long night of their captivity" (paragraph 2); "to rise from the dark and desolate valley of segregation to the sunlit path of racial justice" (paragraph 7); "to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood" (paragraph 7); "The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges" (paragraph 8); "transform the jangling discords of our nation into a beautiful symphony of brotherhood" (paragraph 22). These metaphors strengthen King's message that continued protest will change things for the better.

King also relies heavily on repetition and parallelism to reinforce his ideas and accent the cadence of his speech. There are eight major units of repetition and parallelism: (1) the "One hundred years later" series in paragraph 3; (2) the "Now is the time" series in paragraph 7; (3) the "We must" and "We must not" series in paragraphs 9 and 10; (4) the "We can never be satisfied" and "We cannot be satisfied" series in paragraph 12; (5) the "Go back to" series in paragraph 14; (6) the "I have a dream" series in paragraphs 15–21; (7) the "to . . . together" series in paragraph 22; (8) the "Let freedom ring" series in paragraphs 24–28.

PART TWO: PUBLIC SPEAKING IN YOUR CAREERE

(from text page 151)

As a student counselor at a comprehensive university, you are scheduled to speak with new students during registration week for the upcoming semester. In the opening part of your speech, you want the audience to feel as you did when you began college. The best strategy, you decide, is to present two or three similes that complete the sentence, "Beginning college is like " Write your similes.

Teaching Note

这个练习要求学生用明喻这种修辞手段完成一个有特定场景的句子， 它可以帮助学生锻炼想象力和使用形象词语的能力。下面这些例句仅供参考。

Answer Key

- (1) Beginning college is like getting on a train to a dream world.
- (2) Beginning college is like walking into a mysterious garden with winding paths.

- (3) Beginning college is like being at a big, exciting party.
- (4) Beginning college is like watching the opening scene of an award-winning movie.
- (5) Beginning college is like reading the first page of a best seller.
- (6) Beginning college is like enjoying the taste of an unknown fruit.
- (7) Beginning college is like crossing the starting line of a marathon race.
- (8) Beginning college is like standing at the entrance of a big amusement park.

Section Three: Teaching Resources

PART ONE: ADDITIONAL EXERCISE AND ACTIVITIES

1. Arrange each of the sequences below in order, from the most abstract word to the most concrete word.

- (1) farm crops, agriculture, vegetables, potatoes, produce
- (2) EU, world, Spain, continents, Europe
- (3) housing complex, building, dining room, structure, apartment
- (4) *Mona Lisa*, art, painting, creative activity, portrait
- (5) automobile, vehicle, Ferrari, transportation, sports car

Teaching Note

这个练习主要是帮助学生熟悉每一组词语由抽象到具体的递进过程，了解抽象和具体的相对性。

Answer Key

- (1) agriculture, farm crops, produce, vegetables, potatoes
- (2) world, continent, Europe, EU, Spain
- (3) structure, building, housing complex, apartment, dining room
- (4) creative activity, art, painting, portrait, *Mona Lisa*
- (5) transportation, vehicle, automobile, sports car, Ferrari

2. In each of the following sentences, select the most appropriate word to complete the statement.

- (1) progress, advance, improvement, development
 Since he was injured in the traffic accident last month, his condition has shown definite _____.
 Researchers at the medical school have made steady _____ in cancer prevention and treatment.
 Qin Nan believes that an internship at a law firm will be good for his career _____.
 Despite changing economic conditions, the computer industry has continued to _____.
- (2) guess, prediction, estimate, forecast
 Li Lei laughed at the fortune teller's _____.

Will you turn on the television and get the weather _____ for tomorrow?

The workers want a clear _____ of how long the job will take.

Xiaomi doesn't have the foggiest idea how many pieces of candy are in the jar. She's just making a _____.

(3) snap, tap, clap, slap

I knew someone was following me through the woods when I heard a twig _____ behind me.

The insistent _____ of the flag against the pole increased the drama of the military funeral.

Lily walked with so much spring in her step you could hear her feet _____ on the sidewalk.

All at once we heard a tremendous _____ of thunder.

Teaching Note

这是一个能让学生感到乐此不疲的练习，它可以帮助学生认识到认真、准确地选择词语的重要性。

Answer Key

(1) improvement, progress, development, advance

(2) prediction, forecast, estimate, guess

(3) snap, slap, tap, clap

3. Rewrite each of the following sentences using clear, familiar words.

(1) My employment objective is to attain a position of maximum financial reward.

(2) All professors at this school are expected to achieve high standards of excellence in their instructional duties.

(3) In the eventuality of a fire, it is imperative that all persons evacuate the building without undue delay.

(4) All responsibilities connected with the recruiting of new members rest with the club chairman.

Teaching Note

这个练习主要是帮助学生学会用简单易懂的词语代替复杂难懂的词语。

Answer Key

(1) I want a job that pays well.

(2) All professors here are expected to be good teachers.

(3) If there is a fire, you must quickly leave the building.

(4) It is the club chair's job to recruit new members.

4. Each of the statements below uses one or more of the following stylistic devices: metaphor, simile, parallelism, repetition, alliteration, antithesis. Identify the device (or devices) used in each statement.

- (1) We must be candid, consistent, and confident. (Gerald Ford)
- (2) Our opinions have no permanence; like autumn and winter, they gradually pass away. (Zhuangzi)
- (3) Government of the people, by the people, for the people shall not perish from the earth. (Abraham Lincoln)
- (4) The task is heavy, the toil is long, and the trials will be severe. (Winston Churchill)
- (5) From the great grief of one boy's death came a seed. And from that seed has grown a tree of understanding, a tree that now blossoms with the beauty of friendship and cooperation. (Ronald Reagan)
- (6) We are a people in a quandary about the present. We are a people in search of our future. We are a people in search of a national community. (Barbara Jordan)
- (7) Your success as a family, our success as a society, depends not on what happens at the White House, but on what happens inside your house. (Barbara Bush)

Teaching Note

这个识别练习可以帮助学生进一步了解每一种修辞手法的用法和作用。可以提醒学生注意不同修辞手段在一些句子中的套用。

Answer Key

- (1) alliteration
 - (2) simile
 - (3) parallelism, repetition, alliteration
 - (4) parallelism, alliteration
 - (5) metaphor, alliteration
 - (6) repetition, parallelism, alliteration
 - (7) parallelism, antithesis
5. Edit the following paragraphs to eliminate the unnecessary words. You should be able to find more than 35 words in the first paragraph, and more than 20 in the second. If you don't find that many, go back to the paragraphs and edit them again.
- (1) The tricolor pottery of the Tang dynasty is best known among people for its exquisite designs, brilliant colors, and vivid images. Making the pottery involves more than 30 processes, which is quite a large number. Baked twice at different temperatures, the clay bases are accented with soft glazes in the colors of amber, green and yellow. Tang pottery was used mainly as burial objects for the dead in ancient China, a custom that has kept many of these old and ancient relics from being destroyed across the centuries that have passed since they were first made so very long ago. Each year, archaeologists unearth from the ground more magnificent works from the period of the Tang dynasty. These priceless works are part of China's priceless artistic heritage.
 - (2) If you wish to experience a traditional time-honored Chinese celebration, there are few better choices you can make than the dragon boat festival that falls on the fifth day of the fifth lunar month. This annual event started as part of a ceremonial ritual to commemorate the death of Qu Yuan, a minister of the government during the Warring States Period who is revered and esteemed for his integrity and patriotism. Dragon boat races are the most excitingly thrilling

part of the festival, drawing huge crowds of spectators who watch them. Dragon boats are simply canoes that are decorated to look like open-mouthed dragons. The longest boats are powered by as many as 80 strong rowers. The winner is the first team to grab a flag at the finish point when the race comes to an end.

Teaching Note

这个练习不会占用很多时间，比较适合在课上完成。完成这类的练习对学生撰写讲稿有很大的帮助。

Answer Key

- (1) The tricolor pottery of the Tang dynasty is best known ~~among people~~ for its exquisite designs, brilliant colors, and vivid images. Making the pottery involves more than 30 processes, ~~which is quite a large number~~. Baked twice at different temperatures, the clay bases are accented with soft glazes ~~in the colors~~ of amber, green and yellow. Tang pottery was used mainly as burial objects ~~for the dead~~ in ancient China, a custom that has kept many of these ~~old and ancient~~ relics from being destroyed across the centuries ~~that have passed since they were first made so very long ago~~. Each year, archaeologists unearth ~~from the ground~~ more magnificent works from the ~~period of the~~ Tang dynasty. These priceless works are part of China's ~~priceless~~ artistic heritage.
- (2) If you wish to experience a traditional ~~time-honored~~ Chinese celebration, there are few better choices ~~you can make~~ than the dragon boat festival that falls on the fifth day of the fifth lunar month. This annual event started as part of a ~~ceremonial~~ ritual to commemorate the death of Qu Yuan, a minister ~~of the government~~ during the Warring States Period who is revered ~~and esteemed~~ for his integrity and patriotism. Dragon boat races are the most ~~excitingly~~ thrilling part of the festival, drawing huge crowds of spectators ~~who watch them~~. Dragon boats are ~~simply~~ canoes that are decorated to look like open-mouthed dragons. The longest boats are powered by as many as 80 ~~strong~~ rowers. The winner is the first team to grab a flag at the finish point ~~when the race comes to an end~~.

PART TWO: INSTRUCTIONAL WORKSHEEP

Concrete Words Worksheet

Name _____

Class _____

Complete the worksheet with concrete nouns, verbs, and adjectives. You need to find fifteen concrete words for each column.

Examples of concrete nouns: lamp, clock, vase, flower, dog, bicycle, tree, girl, picture, toy

Examples of concrete adjectives: pink, bumpy, round, angry, smooth, sleepy, cheerful, grassy, noisy, festive

Examples of concrete verbs: tiptoe, scream, cough, beat, drink, knit, run, laugh, move, fly

Concrete Nouns	Concrete Adjectives	Concrete Verbs
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.

Twelve Common Errors: An Editing Checklist

Type		Example
1. Sentence Fragments	<i>Incorrect:</i>	Scientists report no human deaths due to excessive caffeine consumption. Although caffeine can cause convulsions and death in certain animals.
	<i>Revised:</i>	Scientists report no human deaths due to excessive caffeine consumption, although caffeine can cause convulsions and death in certain animals.
2. Sentence Sprawl	<i>Incorrect:</i>	The meeting is planned for Monday, Dec. 2, but not all of the students could be available, so it was rescheduled for the following Friday, and then all the students could attend.
	<i>Revised:</i>	The meeting, which had been planned for Monday, Dec. 2, was rescheduled for the following Friday so that all the students would be able to attend.
3. Misplaced and Dangling Modifiers	<i>Incorrect:</i>	Walking through the park, the flowers were beautiful.
	<i>Revised:</i>	When we walked through the park, the flowers were beautiful.
4. Faulty Parallelism	<i>Incorrect:</i>	Some critics are not so much opposed to capital punishment as postponing it for so long.
	<i>Revised:</i>	Some critics are not so much opposed to capital punishment as they are to postponing it for so long.
5. Unclear Pronoun Reference	<i>Incorrect:</i>	Einstein was a brilliant mathematician and a devout pacifist. This is how he was able to explain the universe.
	<i>Revised:</i>	A brilliant mathematician and a devout pacifist, Einstein used his ability with numbers to explain the universe.
6. Pronoun Agreement	<i>Incorrect:</i>	A person should love and respect their parents.
	<i>Revised:</i>	A person should love and respect his or her parents.
7. Incorrect Pronoun Case	<i>Incorrect:</i>	There is a conflict between his employer and he.
	<i>Revised:</i>	There is a conflict between his employer and him.

8. Omitted Commas	<i>Incorrect:</i>	When it comes to eating people differ in their tastes.
	<i>Revised:</i>	When it comes to eating, people differ in their tastes.

9. Superfluous Commas	<i>Incorrect:</i>	Field trips are required, in several courses, such as, botany and geology.
	<i>Revised:</i>	Field trips are required in several courses, such as botany and geology.
10. Comma Splices	<i>Incorrect:</i>	It is nearly seven o'clock, we cannot reach Beijing before sundown.
	<i>Revised:</i>	It is nearly seven o'clock. We cannot reach Beijing before sundown. Or: It is nearly seven o'clock; we cannot reach Beijing before sundown.
11. Apostrophe Errors	<i>Incorrect:</i>	In the current conflict, its uncertain who's borders are being contested.
	<i>Revised:</i>	In the current conflict, it's uncertain whose borders are being contested.
12. Words Easily Confused	<i>Incorrect:</i>	The recession had a negative affect on sales.
	<i>Revised:</i>	The recession had a negative effect on sales. Or: The recession affected sales negatively.
	<i>Incorrect:</i>	The laboratory instructor choose not to offer detailed advise.
	<i>Revised:</i>	The laboratory instructor chose not to offer detailed advice.

I Have a Dream

Martin Luther King, Jr.

Martin Luther King's "I Have a Dream" is widely regarded as a masterpiece. It was delivered August 28, 1963, to some 200,000 people who had come to Washington, D.C., to participate in a peaceful demonstration to further the cause of equal rights for African Americans. King spoke from the steps of the Lincoln Memorial, in the "symbolic shadow" of Abraham Lincoln, and the crowd filled the vast area between the Memorial and the Washington Monument. In addition, millions of Americans watched the speech on television or listened to it on the radio.

Like most ceremonial addresses, "I Have a Dream" is relatively short. Although it took King only 16 minutes to deliver the speech, he prepared it more carefully than any other speech in his career to that time. His purpose was to set forth as succinctly and as eloquently as possible the guiding principles of the civil rights movement, and to reinforce the commitment of his listeners to those principles.

One of the most interesting features of the speech is King's use of language to make the abstract principles of liberty and equality clear and compelling. Throughout, King relies on familiar, concrete words that create sharp, vivid images. He uses many more metaphors than do most speakers, but they are appropriate to the occasion and help to dramatize his ideas. Finally, he makes extensive use of repetition and parallelism to reinforce his message and to enhance the momentum of the speech.

If you have heard a recording of "I Have a Dream," you know its impact was heightened by King's delivery. In his rich baritone voice, marked by the fervor of the crusader and modulated by the cadences of the Southern Baptist preacher, King gained the total involvement of his audience. As William Robert Miller says, "The crowd more than listened, it participated, and before King had reached his last phrase, a torrent of applause was already welling up."

1 I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

2 Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

3 But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

4 In a sense we've come to our nation's Capitol to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

5 It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro

people a bad check—a check which has come back marked “insufficient funds.”

6 But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we’ve come to cash this check—a check that will give us upon demand the riches of freedom and the security of justice.

7 We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God’s children.

8 It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

9 But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

10 We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

11 The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people. For many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

12 As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating “For Whites Only.” We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream.

13 I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

14 Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia,

go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

15 I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

16 I have a dream that one day this nation will rise up and live out the true meaning of its creed, "We hold these truths to be self-evident, that all men are created equal."

17 I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

18 I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

19 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

20 I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.

21 I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plane and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

22 This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

23 This will be the day—this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true.

24 So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

25 Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous slopes of California!

26 But not only that. Let freedom ring from Stone Mountain of Georgia!

27 Let freedom ring from Lookout Mountain of Tennessee!

28 Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

29 And when this happens, when we allow freedom ring—when we let it ring from every village and every hamlet, from every state and every city—we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"